

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2012-2013

State Results

State: Maine



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2012-2013

Grade Level Summary Report

State: Maine

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							13,949									100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation							13,579	13,583								97	97	
Current LEP Students							2,253	2,303								17	17	
With an approved accommodation							374	387								3	3	
IEP Students							173	189								46	49	
With an approved accommodation							2,203	2,198								16	16	
Students not tested in NECAP							1,744	1,779								79	81	
State Approved							370	366								3	3	
Alternate Assessment							278	277								75	76	
First Year LEP							242	241								87	87	
Withdrew After October 1							4	0								1	0	
Enrolled After October 1							0	0								0	0	
Special Consideration							0	0								0	0	
Other							32	36								12	13	
							92	89								25	24	

NECAP RESULTS

	State																		
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N
READING	13,949	278	92	13,579	1,968	14	7,413	55	2,877	21	1,321	10	746						
MATH	13,949	277	89	13,583	2,674	20	5,310	39	2,862	21	2,737	20	742						
WRITING																			

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2012-2013

Reading Results

State: Maine

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 760–780)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 740–759)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

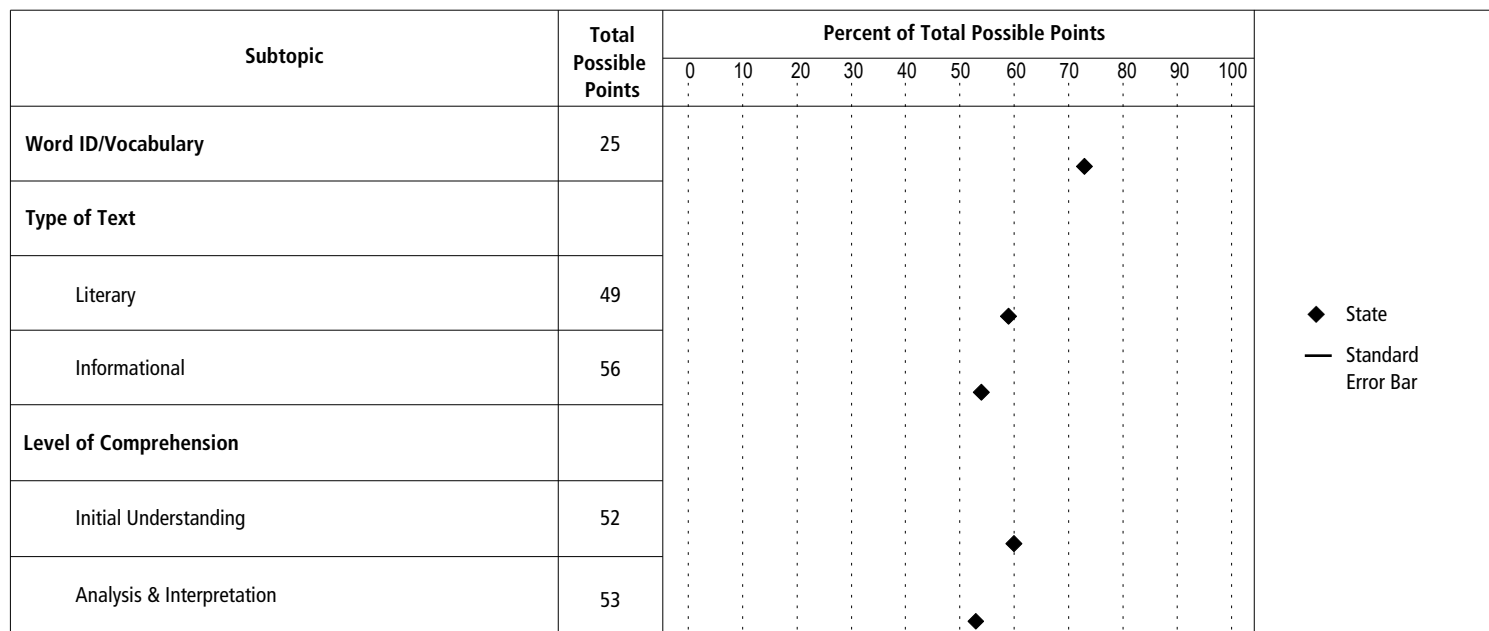
(Scaled Score 729–739)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 700–728)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11													
2011-12													
2012-13													
Cumulative													
Total													
District													
2010-11													
2011-12													
2012-13													
Cumulative													
Total													
State													
2010-11	14,420	297	110	14,013	1,475	11	7,775	55	3,382	24	1,381	10	745
2011-12	14,129	244	96	13,789	1,815	13	7,850	57	2,870	21	1,254	9	746
2012-13	13,949	278	92	13,579	1,968	14	7,413	55	2,877	21	1,321	10	746
Cumulative													
Total	42,498	819	298	41,381	5,258	13	23,038	56	9,129	22	3,956	10	746





Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2012-2013

Disaggregated Reading Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	13,949	278	92	13,579	1,968	14	7,413	55	2,877	21	1,321	10	746												
Gender																									
Male	7,166	193	52	6,921	598	9	3,676	53	1,767	26	880	13	743												
Female	6,783	85	40	6,658	1,370	21	3,737	56	1,110	17	441	7	749												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	212	7	4	201	22	11	110	55	47	23	22	11	745												
Not Hispanic or Latino																									
American Indian or Alaskan Native	111	2	1	108	9	8	58	54	26	24	15	14	743												
Asian	204	2	1	201	42	21	117	58	22	11	20	10	749												
Black or African American	413	14	8	391	28	7	152	39	100	26	111	28	738												
Native Hawaiian or Pacific Islander	18	0	0	18	3	17	13	72	2	11	0	0	750												
White	12,810	252	78	12,480	1,843	15	6,870	55	2,635	21	1,132	9	746												
Two or more races	181	1	0	180	21	12	93	52	45	25	21	12	744												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	395	9	12	374	7	2	126	34	107	29	134	36	734												
Former LEP student - monitoring year 1	42	3	1	38	6	16	30	79	2	5	0	0	753												
Former LEP student - monitoring year 2	47	3	0	44	14	32	26	59	2	5	2	5	755												
All Other Students	13,465	263	79	13,123	1,941	15	7,231	55	2,766	21	1,185	9	746												
IEP																									
Students with an IEP	2,498	260	35	2,203	18	1	490	22	850	39	845	38	732												
All Other Students	11,451	18	57	11,376	1,950	17	6,923	61	2,027	18	476	4	749												
SES																									
Economically Disadvantaged Students	6,899	196	62	6,641	484	7	3,312	50	1,828	28	1,017	15	742												
All Other Students	7,050	82	30	6,938	1,484	21	4,101	59	1,049	15	304	4	750												
Migrant																									
Migrant Students	1	0	0	1																					
All Other Students	13,948	278	92	13,578	1,968	14	7,412	55	2,877	21	1,321	10	746												
Title I																									
Students Receiving Title I Services	2,482	21	15	2,446	199	8	1,175	48	757	31	315	13	742												
All Other Students	11,467	257	77	11,133	1,769	16	6,238	56	2,120	19	1,006	9	747												
504 Plan																									
Students with a 504 Plan	459	4	4	451	43	10	242	54	136	30	30	7	745												
All Other Students	13,490	274	88	13,128	1,925	15	7,171	55	2,741	21	1,291	10	746												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2012-2013

Mathematics Results

State: Maine

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 752–780)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 740–751)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

(Scaled Score 734–739)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 700–733)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11													
2011-12													
2012-13													
Cumulative Total													
District													
2010-11													
2011-12													
2012-13													
Cumulative Total													
State													
2010-11	14,420	247	129	14,044	2,310	16	5,892	42	2,990	21	2,852	20	742
2011-12	14,129	218	91	13,820	2,869	21	5,502	40	2,670	19	2,779	20	743
2012-13	13,949	277	89	13,583	2,674	20	5,310	39	2,862	21	2,737	20	742
Cumulative Total	42,498	742	309	41,447	7,853	19	16,704	40	8,522	21	8,368	20	742

Subtopic	Total Possible Points	Percent of Total Possible Points											
		0	10	20	30	40	50	60	70	80	90	100	
Numbers & Operations	47						◆						◆ State — Standard Error Bar
Geometry & Measurement	41					◆							
Functions & Algebra	49									◆			
Data, Statistics, & Probability	25						◆						



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2012-2013

Disaggregated Mathematics Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	13,949	277	89	13,583	2,674	20	5,310	39	2,862	21	2,737	20	742												
Gender																									
Male	7,166	192	52	6,922	1,412	20	2,638	38	1,431	21	1,441	21	742												
Female	6,783	85	37	6,661	1,262	19	2,672	40	1,431	21	1,296	19	742												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	212	6	0	206	23	11	70	34	53	26	60	29	738												
Not Hispanic or Latino																									
American Indian or Alaskan Native	111	2	1	108	14	13	38	35	30	28	26	24	740												
Asian	204	2	0	202	70	35	69	34	37	18	26	13	746												
Black or African American	413	12	3	398	15	4	100	25	101	25	182	46	733												
Native Hawaiian or Pacific Islander	18	0	0	18	4	22	10	56	3	17	1	6	748												
White	12,810	253	85	12,472	2,519	20	4,945	40	2,608	21	2,400	19	742												
Two or more races	181	2	0	179	29	16	78	44	30	17	42	23	741												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	395	6	2	387	13	3	80	21	92	24	202	52	731												
Former LEP student - monitoring year 1	42	3	1	38	10	26	20	53	7	18	1	3	748												
Former LEP student - monitoring year 2	47	3	0	44	16	36	20	45	6	14	2	5	749												
All Other Students	13,465	265	86	13,114	2,635	20	5,190	40	2,757	21	2,532	19	742												
IEP																									
Students with an IEP	2,498	260	40	2,198	56	3	315	14	457	21	1,370	62	730												
All Other Students	11,451	17	49	11,385	2,618	23	4,995	44	2,405	21	1,367	12	744												
SES																									
Economically Disadvantaged Students	6,899	193	59	6,647	675	10	2,294	35	1,686	25	1,992	30	738												
All Other Students	7,050	84	30	6,936	1,999	29	3,016	43	1,176	17	745	11	746												
Migrant																									
Migrant Students	1	0	0	1																					
All Other Students	13,948	277	89	13,582	2,674	20	5,310	39	2,861	21	2,737	20	742												
Title I																									
Students Receiving Title I Services	2,482	19	15	2,448	220	9	838	34	705	29	685	28	738												
All Other Students	11,467	258	74	11,135	2,454	22	4,472	40	2,157	19	2,052	18	743												
504 Plan																									
Students with a 504 Plan	459	4	4	451	80	18	184	41	115	25	72	16	743												
All Other Students	13,490	273	85	13,132	2,594	20	5,126	39	2,747	21	2,665	20	742												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.